Index

Young Children Volume 55, Nos. 1–6, January through November, 2000

By author

Alcon, S. (Jan) 5, 74
Anderson, G.T. (Mar) 90–93
Andrews, E. (Sept) 68
Bainer, C. (July) 80–84
Bankauskas, D. (July) 33–34
Baroody, A.J. (July) 61–67
Bernath, P. (July) 70
Bernhardt, J. L. (Mar) 74–80
Bhavnagri, N.P. (Sept) 31–35
Bobys, A.R. (July) 16–20; 22
Bolenbaugh, S. (July) 30–32
Bredekamp, S. (Sept) 15–19
Bronson, M.B. (Mar) 32–37
Brown, M. (Nov) 36–37
Butler, M.K. (May) 93
Campbell, A. (Jan) 73
Cartwright, S. (July) 12–13
Carusso, J.J. (Jan) 75–81
Cauthen, N.K. (Jan) 49–51
Chenfeld, M. (Nov) 20–22
Ching, W.-D. (Nov) 7–15
Corbey-Scullen, L. (May) 28–35
Cutler, K.M. (May) 88–92
Davis, B.H. (May) 6–10
Dempsey, S. (July) 68
DeSteno, N. (May) 13–15
Diamond, K.E. (May) 74–80
Dichter, H. (July) 88–91
Dolezal, V. (July) 36–41
Dooling, M.V. (Mar) 23–26
Doolittle, S. (July) 36–41
Douglas, K. (Nov) 63–70
Edmiaston, R. (July) 36–41
Egley, E.H., & Egley, R.J. (Sept) 48–51
Erickson, C. (July) 36–41
Espinosa, L. (May) 82–87
Franklin, F. (Sept) 69
Freeman, N.K. (Sept) 20–28
Fuqua, J.D. (Jan) 44–47
Gagliardi, A. (July) 70
Galinsky, E. (May) 64–68
Gillespie, C.W. (Jan) 21–27
Ginsberg, M. (Jan) 54; (Mar) 56; (May) 72; (July) 59; (Sept) 55; (Nov) 59
Goffin, S. (Nov) 58
Gonzalez-Mena, J. (Sept) 31–35
Goodrow, M.E. (July) 42–43
Gordon, J. (Nov) 31–34
Greenberg, P. (Jan) 6–10, 74, 94–95; (Mar) 83, 89; (May) 16–17; (July) 70, 86–87, 95; (Sept) 12, 94–95; (Nov) 74–82
Grossman, S. (Mar) 96
Guthrie, A.C. (July) 74–79
Hale, L. (July) 80–84
Hancock, C. (Jan) 73
Hannon, J. (Nov) 24–28
Hansen, C. (July) 68
Harris, T.T. (Jan) 44–47
Haugland, S.W. (Jan) 12–18
Helm, J. (May) 44–49
Hemphryes, J. (Mar) 16–20
Hirsh, R.A. (May) 81
Honig, A.S. (Sept) 70–77
Hosteller, M.H. (Jan) 28
Howe, M.B. (Sept) 61–63
Howell, J. (May) 28–35
Hoyt, L. (July) 71–73
Huber, L. (Sept) 6–11
Hudson, S. (May) 93
Huebner, A. (May) 44–49
Hunter, T. (May) 50; (July) 85; (Sept) 40
Huntsinger, C.S., & P.R. Huntsinger (Nov) 7–15
Hurt, J.A. (Sept) 88–92
Hyson, M. (May) 60–61; (Sept) 58–59; (Nov) 60–61
Ispa, J. (May) 82–87
James, A.R. (May) 36–37
Kagan, S.L. (Jan) 4–5; (Mar) 4–5; (May) 4–5; (July) 4; (Sept) 4–5
Kalata, D. (Sept) 56
Kieff, J. (May) 18–25
Kinney, M.H. (Nov) 71
Knight, M.E. (Sept) 42–46
Knitzer, J. (Jan) 49–51
Kupetz, B.N. (Jan) 59–63
Kurtines-Becker, C. (Jan) 30–31
Lee, C.-B. (Nov) 7–15
Lenhoff, R. (Sept) 6–11
Lewis, J.M. (Sept) 64–65
Long, B. (May) 44–49
Lyday, L. (Sept) 69
Mann, E.A. (Mar) 84–88
Maples, M.L.B. (Mar) 73
Mason, L. (May) 52–54
Mathews, M.C. (May) 82–87
Meisels, S. (Nov) 16–19
Merritt, S. (July) 36–41
Miedel, W.T. (Mar) 84–88
Mitchell, A.W. (July) 88–91
Mitchell, G. (May) 69
Moravcik, E. (July) 27–29
Murray, C.G. (Mar) 43–52
Nelson, D.W. (Nov) 39–42
O'Brien, L.M. (Jan) 74
Okagaki, L. (May) 74–80
Pacini, L.A. (Nov) 83–85
Pack, J.A. (Sept) 42–46
Packer, S. (Sept) 36–38
Petersen, D. (July) 24–26
Portman, P.A. (Jan) 67–72
Readdick, C.A. (Nov) 63–70
Reynolds, A.J. (Mar) 84–88
Reynolds, R. (Jan) 5
Rosen, A. (Nov) 5, 70
Ross, M.E. (Mar) 6–13
Saffron, G. (Sept) 85
Salyer, D.M. (July) 7–10
Sammons, W.A.H. (Sept) 64–65
Schon, I. (Jan) 82–83
Scully, P. (May) 28–35
Sible, K.P. (Jan) 64–66
Simons, B. (Jan) 30–31
Solter, A. (Jan) 5
Sosna, D. (Mar) 5, 96; 38–39
Sparks, B.L. (May) 5
Spicer, T.M. (Sept) 86–87
Staley, L. (Jan) 67–72
Stoney, L. (July) 88–91
Sunderlin, E.M. (Mar) 56
Tabery, S. (Sept) 5; 85
Thornburg, K.R. (May) 82–87; (Nov) 4–5
Turbiville, V.P. (July) 74–79
Turner, S.B. (Jan) 31–33
Twiest, M.M. (Jan) 59–63
Ulione, M.S. (Mar) 23–26
Umbarger, G.T. (July) 74–79
Wald, G.S. (July) 14–15
Weinberger, N. (Sept) 78–81
Wellhousen, K. (May) 18–25
White, J. (Nov) 71
Wolf, A.D. (Jan) 34–36
Wolf, J. (Mar) 28–30
Wolfson-Steinberg, L. (May) 38–42; (Sept) 85
Woods, C.S. (Sept) 82–84
Zimmerman, E., & L. Zimmerman (Nov) 87–92

By subject

Administrators. *See* Accreditation, Advocacy, Assessment/documentation, Quality/Compensation/Affordability, Professional development
Advocacy. *See also* Social/emotional/moral/spiritual, Assessment/documentation, Ethics, Parents and families
  how we undermine children (Nov) 31–34
  on the side of the child (Nov)16–19
Art/architecture/aesthetics
  displaying children's art (Mar) 89; (July) 68–70
  more than self-expression (Nov) 87–92
  two viewpoints/From Our Readers (Jan) 5
  using photographs (Sept) 82–84
  Vera B. Williams, a gifted teacher (Nov) 74–82
Assessment/documentation
  of directors (Sept) 20–28
  observation and note taking (Nov) 24–28
  on the side of the child (Nov)16–19
Caregivers Corner
  children listening (Nov) 71
  children make books (Jan) 28
  let children problem-solve (May) 93
  love children (Mar) 73
  observing children's (Sept) 56
  staff as parents (Nov) 71
Child care. *See also* Accreditation, Advocacy, Art/architecture/aesthetics, Assessment/documentation, Children with special needs, Emerging curriculum/constructivism/projects. Language and literacy, Social/emotional/moral/spiritual
Children with special needs
  children going through divorce (Sept) 64–65
  individual education plans (July) 36–41
  new books (Sept) 93
Children's literature. *See* Language and literacy (and subject headings for relevant titles)
Children's minds
  sitting still (May) 50
  understanding/New Books (Jan) 93; (July) 85
Classroom environment
  create retreats (Sept) 78–81
  organizing storage (May) 88-92
Classroom management/community building
  handling scarcity (Sept) 36–38
  includes organizing curriculum and storage (May) 88–92
  jobs for children (Nov) 63–70
  let children problem-solve (May) 93; (Sept) 40
  new book (May) 95
  use circle times creatively (Jan) 44–47
  use transitions for literacy (July) 24–26
Compensation. *See* Quality/Compensation/Affordability
Computers and technology in the classroom
  From Our Readers keep an open mind (Jan) 5, 74
  use developmentally appropriately (Jan) 12–18; (Mar) 90–93
Conflict resolution. *See* Social/emotional/moral/spiritual

Index

Young Children Volume 55, Nos. 1–6, January through November, 2000

By author

Alcon, S. (Jan) 5, 74
Anderson, G.T. (Mar) 90–93
Andrews, E. (Sept) 68
Bainer, C. (July) 80–84
Bankauskas, D. (July) 33–34
Baroody, A.J. (July) 61–67
Bernath, P. (July) 70
Bernhardt, J. L. (Mar) 74–80
Bhavnagri, N.P. (Sept) 31–35
Bobys, A.R. (July) 16–20; 22
Bolenbaugh, S. (July) 30–32
Bredekamp, S. (Sept) 15–19
Bronson, M.B. (Mar) 32–37
Brown, M. (Nov) 36–37
Butler, M.K. (May) 93
Campbell, A. (Jan) 73
Cartwright, S. (July) 12–13
Carusso, J.J. (Jan) 75–81
Cauthen, N.K. (Jan) 49–51
Chenfeld, M. (Nov) 20–22
Ching, W.-D. (Nov) 7–15
Corbey-Scullen, L. (May) 28–35
Cutler, K.M. (May) 88–92
Davis, B.H. (May) 6–10
Dempsey, S. (July) 68
DeSteno, N. (May) 13–15
Diamond, K.E. (May) 74–80
Dichter, H. (July) 88–91
Dolezal, V. (July) 36–41
Dooling, M.V. (Mar) 23–26
Doolittle, S. (July) 36–41
Douglas, K. (Nov) 63–70
Edmiaston, R. (July) 36–41
Egley, E.H., & Egley, R.J. (Sept) 48–51
Erickson, C. (July) 36–41
Espinosa, L. (May) 82–87
Franklin, F. (Sept) 69
Freeman, N.K. (Sept) 20–28
Fuqua, J.D. (Jan) 44–47
Gagliardi, A. (July) 70
Galinsky, E. (May) 64–68
Gillespie, C.W. (Jan) 21–27
Ginsberg, M. (Jan) 54; (Mar) 56; (May) 72; (July) 59; (Sept) 55; (Nov) 59
Goffin, S. (Nov) 58
Gonzalez-Mena, J. (Sept) 31–35
Goodrow, M.E. (July) 42–43
Gordon, J. (Nov) 31–34
Greenberg, P. (Jan) 6–10, 74, 94–95; (Mar) 83, 89; (May) 16–17; (July) 70, 86–87, 95; (Sept) 12, 94–95; (Nov) 74–82
Grossman, S. (Mar) 96
Guthrie, A.C. (July) 74–79
Hale, L. (July) 80–84
Hancock, C. (Jan) 73
Hannon, J. (Nov) 24–28
Hansen, C. (July) 68
Harris, T.T. (Jan) 44–47
Haugland, S.W. (Jan) 12–18
Helm, J. (May) 44–49
Hemphryes, J. (Mar) 16–20
Hirsh, R.A. (May) 81
Honig, A.S. (Sept) 70–77
Hosteller, M.H. (Jan) 28
Howe, M.B. (Sept) 61–63
Howell, J. (May) 28–35
Hoyt, L. (July) 71–73
Huber, L. (Sept) 6–11
Hudson, S. (May) 93
Huebner, A. (May) 44–49
Hunter, T. (May) 50; (July) 85; (Sept) 40
Huntsinger, C.S., & P.R. Huntsinger (Nov) 7–15
Hurt, J.A. (Sept) 88–92
Hyson, M. (May) 60–61; (Sept) 58–59; (Nov) 60–61
Ispa, J. (May) 82–87
James, A.R. (May) 36–37
Kagan, S.L. (Jan) 4–5; (Mar) 4–5; (May) 4–5; (July) 4; (Sept) 4–5
Kalata, D. (Sept) 56
Kieff, J. (May) 18–25
Kinney, M.H. (Nov) 71
Knight, M.E. (Sept) 42–46
Knitzer, J. (Jan) 49–51
Kupetz, B.N. (Jan) 59–63
Kurtines-Becker, C. (Jan) 30–31
Lee, C.-B. (Nov) 7–15
Lenhoff, R. (Sept) 6–11
Lewis, J.M. (Sept) 64–65
Long, B. (May) 44–49
Lyday, L. (Sept) 69
Mann, E.A. (Mar) 84–88
Maples, M.L.B. (Mar) 73
Mason, L. (May) 52–54
Mathews, M.C. (May) 82–87
Meisels, S. (Nov) 16–19
Merritt, S. (July) 36–41
Miedel, W.T. (Mar) 84–88
Mitchell, A.W. (July) 88–91
Mitchell, G. (May) 69
Moravcik, E. (July) 27–29
Murray, C.G. (Mar) 43–52
Nelson, D.W. (Nov) 39–42
O'Brien, L.M. (Jan) 74
Okagaki, L. (May) 74–80
Pacini, L.A. (Nov) 83–85
Pack, J.A. (Sept) 42–46
Packer, S. (Sept) 36–38
Petersen, D. (July) 24–26
Portman, P.A. (Jan) 67–72
Readdick, C.A. (Nov) 63–70
Reynolds, A.J. (Mar) 84–88
Reynolds, R. (Jan) 5
Rosen, A. (Nov) 5, 70
Ross, M.E. (Mar) 6–13
Saffron, G. (Sept) 85
Salyer, D.M. (July) 7–10
Sammons, W.A.H. (Sept) 64–65
Schon, I. (Jan) 82–83
Scully, P. (May) 28–35
Sible, K.P. (Jan) 64–66
Simons, B. (Jan) 30–31
Solter, A. (Jan) 5
Sosna, D. (Mar) 5, 96; 38–39
Sparks, B.L. (May) 5
Spicer, T.M. (Sept) 86–87
Staley, L. (Jan) 67–72
Stoney, L. (July) 88–91
Sunderlin, E.M. (Mar) 56
Tabery, S. (Sept) 5; 85
Thornburg, K.R. (May) 82–87; (Nov) 4–5
Turbiville, V.P. (July) 74–79
Turner, S.B. (Jan) 31–33
Twiest, M.M. (Jan) 59–63
Ulione, M.S. (Mar) 23–26
Umbarger, G.T. (July) 74–79
Wald, G.S. (July) 14–15
Weinberger, N. (Sept) 78–81
Wellhousen, K. (May) 18–25
White, J. (Nov) 71
Wolf, A.D. (Jan) 34–36
Wolf, J. (Mar) 28–30
Wolfson-Steinberg, L. (May) 38–42; (Sept) 85
Woods, C.S. (Sept) 82–84
Zimmerman, E., & L. Zimmerman (Nov) 87–92

By subject

Administrators. *See* Accreditation, Advocacy, Assessment/documentation, Quality/Compensation/Affordability, Professional development
Advocacy. *See also* Social/emotional/moral/spiritual, Assessment/documentation, Ethics, Parents and families
  how we undermine children (Nov) 31–34
  on the side of the child (Nov)16–19
Art/architecture/aesthetics
  displaying children's art (Mar) 89; (July) 68–70
  more than self-expression (Nov) 87–92
  two viewpoints/From Our Readers (Jan) 5
  using photographs (Sept) 82–84
  Vera B. Williams, a gifted teacher (Nov) 74–82
Assessment/documentation
  of directors (Sept) 20–28
  observation and note taking (Nov) 24–28
  on the side of the child (Nov)16–19
Caregivers Corner
  children listening (Nov) 71
  children make books (Jan) 28
  let children problem-solve (May) 93
  love children (Mar) 73
  observing children's (Sept) 56
  staff as parents (Nov) 71
Child care. *See also* Accreditation, Advocacy, Art/architecture/aesthetics, Assessment/documentation, Children with special needs, Emerging curriculum/constructivism/projects. Language and literacy, Social/emotional/moral/spiritual
Children with special needs
  children going through divorce (Sept) 64–65
  individual education plans (July) 36–41
  new books (Sept) 93
Children's literature. *See* Language and literacy (and subject headings for relevant titles)
Children's minds
  sitting still (May) 50
  understanding/New Books (Jan) 93; (July) 85
Classroom environment
  create retreats (Sept) 78–81
  organizing storage (May) 88-92
Classroom management/community building
  handling scarcity (Sept) 36–38
  includes organizing curriculum and storage (May) 88–92
  jobs for children (Nov) 63–70
  let children problem-solve (May) 93; (Sept) 40
  new book (May) 95
  use circle times creatively (Jan) 44–47
  use transitions for literacy (July) 24–26
Compensation. *See* Quality/Compensation/Affordability
Computers and technology in the classroom
  From Our Readers keep an open mind (Jan) 5, 74
  use developmentally appropriately (Jan) 12–18; (Mar) 90–93
Conflict resolution. *See* Social/emotional/moral/spiritual

Constructivism. *See* Emerging curriculum/constructivism/projects
Cooperative learning. *See* Classroom management/community building, Discipline/guidance, Environment/nature/outdoor education, Social/emotional/moral/spiritual, Emerging curriculum/constructivism/projects
Curriculum. *See* Art/architecture/aesthetics, Classroom management/community building, Discipline/guidance, Environment/nature/outdoor education, Kindergarten/primary, Language and literacy, Math, Multicultural/bilingual, Parents and families, Play, Science, Social/emotional/moral/spiritual, Social studies
  child's pace (Nov) 20–21
Directors. *See* Professional development
Discipline/guidance
  self-regulation (Mar) 32–37
Early childhood education history
  new books (May) 95
  Millie Almy, wisdom for the new century (Jan) 6–10
Emotional development. *See* Social/emotional/moral/spiritual
Emerging curriculum/constructivism/projects
  activity-based collaborative learning (July) 30–32
  block building (July) 12–13
  chess (July) 33–34
  combing nature and literature (Jan) 59–66
  empower teachers (Nov) 83–85
  an idea becomes weeks of learning (May) 28–35
  new book (May) 95
  quiltmaking (May) 44–49
  science (Mar) 6–13; 16–20
  spinning (July) 42–43
  trying to apply Reggio (Jan) 21–27
  woodworking (Mar) 38–39
Environment/nature/outdoor education. *See also* Play/playgrounds
  explore (Mar) 16–20
  nature and literature (Jan) 59–63
  use in teaching science (Mar) 6–13
  water play (Jan) 64–66
Ethics
  parents and teachers define academically rigorous education differently (July) 86–87
Families. *See* Parents and families.
Family child care. *See* Child care. *See also* Advocacy, Art/architecture/aesthetics, Assessment/documentation, Children with special needs, Emerging curriculum/constructivism/projects, Language and literacy, Social/emotional/moral/spiritual
From Our President
  "Financing the Field: From Mistakes to High Stakes" (May) 4–5
  "Making Assessment count...What Matters?" (Mar) 4–5
  "NAEYC's 75th Anniversary: A Time to Reflect" (Nov) 4–5
  "On Being President: Heart, Head, and Hands" (Sept) 4–5
  "On Beginning a New Millennium" (Jan) 4–5
  "What's in a Name?" (July) 4
FYI
  advocacy for children (Jan) 57
  how safe is your playground? (July) 58
  never shake a baby (Sept) 60
  poverty (Mar) 67
  teacher licensure (May) 69
Guidance. *See* Classroom management/community building, Discipline/guidance
Head Start
  elementary school partnering (July) 71–73
  explores Reggio (Jan) 21–27
Health/fitness/safety/nutrition
  consultants in centers (Mar) 23–26
  vigorous play (Jan) 67–72
  wonderful snack times (Mar) 43–52
Infants/toddlers. *See also* Language and literacy
  diversity (Sept) 31–35
  four basics of good care (Mar) 83
  new books (Jan) 91–93; (Sept) 93
  potty training (July) 80–84
  primary caregiving system (Mar) 74–80
International
  children of Kosovo (May) 52–54
In Memoriam
  Grace Mitchell (May) 69
  Ruth Updegraff (July) 60
Kindergarten/primary. *See also* Emerging curriculum/constructivism/projects, Language and literacy, Parents and families, Social/emotional/moral/spiritual
  activity-based learning (July) 30–32
  at-risk first-graders maintain literacy growth (May) 6–10
  community building through circle times (Jan) 44–47
  developing self-regulation (Jan) 32–37
  enriching reading, language, and writing programs/New Books (Jan) 92
  explore nature (Mar) 16–20
  love children (Mar) 73
  making maps (Sept) 6–12
  parents in the classroom (May) 13–17; (May)18–25
  science all around us (Mar) 6–13
  thinking and talking (July) 7–10
  thoughts about sitting still (May) 50
  woodworking (Mar) 38–39
Language and literacy
  chatting at snack time (Mar) 43–52
  children make books (Jan) 28
  children's book review (Jan) 94–95; (July) 95; (Sept) 94–95
  children's books in Spanish (Jan) 82–83
  classroom mailboxes (May) 94
  cultural and linguistic differences (May) 74–80
  Head Start and elementary school partnering (July) 71–73
  helping first-graders who need it maintain growth during summer (May) 6–10
  holistic strategies (July) 16–22
  and nature (Jan) 59–63
  new books (Jan) 91–92; (Sept) 93
  thinking and talking (July) 7–10
  using transitions to promote (July) 24–26
Math
  chess (July) 33–34
  new books (Jan) 92–93
  for three-to-five-year-olds (July) 61–67
Men in child care
  father involvement (July) 74–79
  From Our Readers. (Nov) 5, 68
Mental health. *See* Social/emotional/moral/spiritual
Multicultural/bilingual. *See also* Language and literacy, Emerging curriculum/constructivism/projects
  Chinese American children (Nov) 7–15
  different expectation (May) 74–80
  education—making it happen/From Our Readers (Sept) 5; 85
  in infant/toddler caregiving (Sept) 31–35
  language diversity/New Books (Jan) 91
Music and movement
  following ideas children are in love with (Nov) 20–23
  sharing songs (Mar) 28–30
  throughout the day (May) 36–37; (July) 27–29
National Institute. *See* Professional development
Nature. *See* Environment/nature/outdoor education
New Books (Jan) 91–93; (Mar) 94; (July) 94; (Sept) 93
Observing children
  essential of our profession (Jan) 6–10
  teach at individually appropriate levels (May) 81
Outdoor education. *See* Environment/nature/outdoor education and Play/playgrounds
Parents and families
  bridging home and school (Nov) 24–28
  challenging children/From Our Readers (Sept) 85
  Chinese American (Nov) 7–15
  classroom involvement (May) 13–17; (May) 18–25
  collaborating with—new books (Jan) 92
  create parent space (Sept) 88–92
  father involvement (July) 74–79
  frequent notes home (May) 93
  linking school and home (Sept) 86–87
  model project for children and families (Mar) 84–88
  observing and describing (Sept) 56
  staff as parents (Nov) 71
  teaching developmentally practice (Sept) 48–51
Play/playgrounds
  basic in ece (Jan) 6–10
  and culture/New Books (Jan) 91
  educational (July) 12–13
  photographic essay (Nov) 36–37
  physical activities (Jan) 67–72
  water (Jan) 64–66
Poverty
  a model project for children and families (Mar) 84–88
Primary. *See* Kindergarten/primary
Professional development. *See also* Ethics
  assessing teachers' performance (Sept) 58–59
  becoming interested in each child (Nov) 24–28
  books unofficially recommended by many ece leaders (Jan) 84–90
  CDA—25-years-old (Sept) 15–19
  child care director (Sept) 20–28
  child care providers (May) 82–87
  encourage art and storytelling (Nov) 76–84
  Head Start expiores Reggio (Jan) 21–27
  new book (May) 95; (July) 94
  for principals and colleagues (Sept) 48–51
  revised NAEYC guidelines (May) 60–61
  school portfolio (Sept) 42–46
  singing with children (Mar) 28–30

student and cooperating teachers (JAN) 75–81
study of child development crucial (JAN) 6–10
teacher empowerment (NOV) 83–85
Psychosexual development (SEPT) 70–77
Public Policy Report
"Findings from *Ask the Children* with Implications for Early Childhood Professional (MAY) 64–68
"The Good News: Innovations in Child Care Financing" (JULY) 88–91
"Improving Child Care and Promoting Accreditation: The Military Model" (SEPT) 61–63
"Innovative Strategies Support Children and Families Coping with Welfare Changes" (JAN) 49–51
"Police Leaders Call for Investment in Quality Programs to Fight Crime" (MAR) 68–72
Quality/Compensation/Affordability
advocacy in Wisconsin (SEPT) 66–67
increasing compensation (MAY) 58–59
mobilize community support for (JULY) 93–93
a wonderful place to work (JAN) 73–74; (SEPT) 68–69
Race/ethnicity. *See* Multicultural/bilingual
Reading. *See* Language and literacy
Relationships in child care settings and schools. *See* Social/emotional/moral/spiritual
Research in Review/Research reports
"Art Education and Early Childhood Education" (NOV) 87–92
"Does Mathematics Instruction for Three- to Five-Year-Olds Really Make Sense? (JULY) 61–67
"Recognizing and Supporting the Development of Self-Regulation in Young Children" (MAR) 32–37
"Responding to Cultural and Linguistic Differences in the Beliefs and Practices of Families with Young Children" (MAY) 74–80
Salaries. *See* Quality, Compensation and Affordabiltiy
School-age
after-school care/Washington Update (MAY) 73
Science. *See also* Environment/nature/outdoor education
all around us (MAR) 6–13
Social/emotional/moral/spiritual
"the bad boy" (MAY) 38–42
building a sense of ownership (JULY) 14–15
children going through divorce (SEPT) 64–65
children's book review (JAN) 94–95
love children (MAR) 73
making maps (SEPT) 6–12
meeting needs at snack time (MAR) 43–52
nurture the spirit (JAN) 34–36
psychosexual development (SEPT) 70–77
real work (NOV) 63–70
remember children's souls (JAN) 31–33
tender separations (JAN) 30
Social policy issues. *See* Public Policy Report
Social studies. *See also* Emerging curriculum/constructivism/projects and Multicultural/bilingual
children's book review (SEPT) 94–95
quiltmaking (MAY) 44–49
Special needs. *See* Children with special needs
Teacher education. *See* Professional development
Technology in the classroom. *See* Computers in the classrooms
Toddlers. *See* Infants/toddlers
Washington Update
CCDBG 10th birthday (NOV) 86
language and literacy (JULY) 44
Woodworking (MAR) 38–39
Work conditions. *See* Quality/Compensation/Affordability

United States Postal Service

Statement of Ownership, Management, and Circulation

1. Publication Title: Young Children
2. Publication Number: 0 0 4 4 - 0 7 2 8
3. Filing Date: 10/16/00
4. Issue Frequency: Bimonthly in Jan., March, May, July, Sept., and Nov.
5. Number of Issues Published Annually: Six (6)
6. Annual Subscription Price: 850.00
7. Complete Mailing Address of Known Office of Publication (Not printed) (Street, city, county, state, and ZIP+4): National Association for the Education of Young Children, 1509 16th St., NW, Washington, DC 20036-1426
Contact Person: Jack Zibulsky
Telephone: 202-232-8777, xt. 12430
8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer): National Association for the Education of Young Children, 1509 16th St., NW, Washington, DC 20036-1426
9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor (Do not leave blank)
Publisher (Name and complete mailing address): National Association for the Education of Young Children, 1509 16th St., NW, Washington, DC 20036-1426
Editor (Name and complete mailing address): Polly Greenberg c/o National Association for the Education of Young Children, 1509 16th St., NW, Washington, DC 20036-1426
Managing Editor (Name and complete mailing address): Jack Zibulsky c/o National Association for the Education of Young Children, 1509 16th St., NW, Washington, DC 20036-1426
10. Owner (Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.)

Full Name	Complete Mailing Address
National Association for the Education of Young Children	National Association for the Education of Young Children, 1509 16th St., NW, Washington, DC 20036-1426

11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box ☒ None

Full Name	Complete Mailing Address

12. Tax Status (For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one)
The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes:
☒ Has Not Changed During Preceding 12 Months
☐ Has Changed During Preceding 12 Months (Publisher must submit explanation of change with this statement)

PS Form 3526, October 1999 (See Instructions on Reverse)

13. Publication Title: Young Children
14. Issue Date for Circulation Data Below: September 2000

15. Extent and Nature of Circulation		Average No. Copies Each Issue During Preceding 12 Months	No. Copies of Single Issue Published Nearest to Filing Date
a. Total Number of Copies (Net press run)		111,785	110,548
b. Paid and/or Requested Circulation	(1) Paid/Requested Outside-County Mail Subscriptions Stated on Form 3541. (Include advertiser's proof and exchange copies)	104,870	103,965
	(2) Paid In-County Subscriptions Stated on Form 3541 (Include advertiser's proof and exchange copies)	0	0
	(3) Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Non-USPS Paid Distribution	676	633
	(4) Other Classes Mailed Through the USPS	1,216	1,195
c. Total Paid and/or Requested Circulation (Sum of 15b. (1), (2),(3),and (4))		106,762	105,793
d. Free Distribution by Mail (Samples, complimentary, and other free)	(1) Outside-County as Stated on Form 3541 0	0	0
	(2) In-County as Stated on Form 3541 0	0	0
	(3) Other Classes Mailed Through the USPS 250	250	250
e. Free Distribution Outside the Mail (Carriers or other means)		100	100
f. Total Free Distribution (Sum of 15d. and 15e.)		350	350
g. Total Distribution (Sum of 15c. and 15f)		107,112	106,143
h. Copies not Distributed		4,673	4,405
i. Total (Sum of 15g. and h.)		111,785	110,548
j. Percent Paid and/or Requested Circulation (15c. divided by 15g. times 100)		99.7%	99.7%

16. Publication of Statement of Ownership
☒ Publication required. Will be printed in the November 2000 issue of this publication. ☐ Publication not required.
17. Signature and Title of Editor, Publisher, Business Manager, or Owner: Jack Zibulsky, Managing Editor — Date: 10/16/00

I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).

Instructions to Publishers

1. Complete and file one copy of this form with your postmaster annually on or before October 1. Keep a copy of the completed form for your records.
2. In cases where the stockholder or security holder is a trustee, include in Items 10 and 11 the name of the person or corporation for whom the trustee is acting. Also include the names and addresses of individuals who are stockholders who own or hold 1 percent or more of the total amount of bonds, mortgages, or other securities of the publishing corporation. In item 11, if none, check the box. Use blank sheets if more space is required.
3. Be sure to furnish all circulation information called for in Item 15. Free circulation must be shown in Items 15d, e, and f.
4. Item 15h., Copies not Distributed, must include (1) newsstand copies originally stated on Form 3541, and returned to the publisher, (2) estimated returns from news agents, and (3), copies for office use, leftovers, spoiled, and all other copies not distributed.
5. If the publication had Periodicals authorization as a general or requester publication, this Statement of Ownership, Management, and Circulation must be published; it must be printed in any issue in October or, if the publication is not published during October, the first issue printed after October.
6. In item 16, indicate the date of the issue in which this Statement of Ownership will be published.
7. Item 17 must be signed.

Failure to file or publish a statement of ownership may lead to suspension of Periodicals authorization.

PS Form 3526, October 1999 (Reverse)